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ABSTRACT

This paper discusses in a general way the decline of use of the Romanian language among second and third-generation Romanian-Americans, and then it points to the state of the study of English as a foreign language in the Romanian Socialist Republic today. A brief review of the influence of British English in Romania is followed by: (1) a more detailed description of American linguistic influence upon the teaching of English as a foreign language, TEFL, in Romania as a result of exchange programs between the U.S. and Romania and the Romanian-English Contrastive Analysis Project, (RECAP), and (2) a report on the English language proficiency of 201 Romanian students of English who were tested with a standardized American EFL instrument in 1975 by the author. A schematic description of the educational system current in Romania is included in the appendix to the paper. (Author)

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"AN AMERICAN-ROMANIAN LINGUISTIC CONNECTION:

THE STATE OF THE ART OF TEFL IN ROMANIA"

A PAPER

DELIVERED BY

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AT

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ABSTRACT: This paper discusses in a general way the decline of use of the Romanian language among second and third-generation Romanian-Americans, and then it points to the state of the study of English as a foreign language in the Romanian Socialist Republic today. A brief review of the influence of British English in Romania is followed by [1] a more detailed description of American linguistic influence upon the teaching of English as a foreign language--TEFL--in Romania as a result of exchange programs between the U.S. and Romania and the Romanian-English Contrastive Analysis Project--RECAP, and [2] a report on the English language proficiency of 201 Romanian students of English who were tested with a standardized American EFL instrument in 1975 by the author of the paper. A schematic description of the educational system current in Romania is included in the appendix to the paper.

AN AMERICAN-ROMANIAN LINGUISTIC CONNECTION: THE STATE OF THE ART OF TEFL IN ROMANIA

by

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Of all the areas in which American and Romanian technique and culture blend into significant shapes, those listed on the Program as subjects for discussion at this First Congress of the American-Romanian Academy of Arts and Sciences are, clearly, indicative of the wide and rich scholarly contributions by American citizens whose ethnic background is Romanian. Indeed, the range of interests of the announced topics testifies dramatically and at once to no narrowly provincial mentality but to a cosmopolitan tradition in the sciences and the arts.

I believe that each speaker can cogently--and rightly--show that his area advances the noble aims of the ARA as expressed in the "By-Laws". With each advocate I have no quarrel. In fact, as a third-generation Romanian-American I glory in the variety of bridges that connect my two heritages.

Nevertheless, I wish to propose for your consideration the notion that the linguistic bridge (podul lingvistic) is the rudementary one. I suggest, in other words, that the basic technique and cultural tie that bestow on many of us the hyphenated name of Romanian-Americans is the tie of language.

This sort of suggestion, of course, is far from original. Robert Lado, for example, discussed the intimate connection of culture and language in his book Linguistics Across Cultures as early as 1957. Even earlier the renowned anthropologist turned linguist Edward Sapir probed into putative relationships between language and cultural identity.[1]

My purpose here is not to pursue arcane--though admittedly fascinating--linguistic and psycholinguistic concerns. Rather, my aim is to survey the American-Romanian linguistic connection as it currently appears in the art of TEFL (teaching English as a foreign language) in Romania. The acronym TEFL, as you may

may know, stands for the body of principles and practices of applied linguistics in the area of pedagogy first articulated by Charles Fries at the University of Michigan in 1945 and subsequently influenced by theoretical linguistics of many colorations and by the sciences of pedagogy and cultural analysis.[2]

While my paternal and maternal grandparents arrived on Ellis Island at the beginning of this century, TEFL as a modern pedagogical science was unknown. The schooling which each grandparent had received near Fagaras--fine as it was--did not, naturally enough, introduce them to the English language. Hungarian was, of course, the normal foreign language of the day in Transylvania, and even in the Regat, English was not a widely studied language.

But despite this lack of formal training in English during their Romanian schooling, and despite the sad state of affairs in American schools for foreigners who wanted to study English systematically, my grandparents--and so many others like them--

managed to acquire a working command of their adopted tongue. That command, in fact, sometimes even approached eloquence. But for most, it seems, native-like competence evaded even the highly motivated. Matters of English phonological, morphological and syntactic subtlties continued to distinguish the foreign-born from the native born in speech patterns, not because of a lack of will on the part of Romanian-Americans, but because in those pre-audio-lingual days of language instruction, grammar-translation methods of foreign language pedagogy, world-wide, lacked insights concerning such matters as language interference and techniques of how to deal with that interference.

Simply put, the early Romanian-Americans--our beloved ancestors--learned English willy-nilly, and most somehow prospered in their new land. Lamentably, as English became the Romanian-American's native language in subsequent generations, Romanian became, in many cases, his second or home language, then a language which he

spoke haltingly, then one he could understand but not speak, and finally, a tongue which he could recognize as Romanian but understand only imperfectly.

But this declension, I am sure, is well known to most persons in this room, as are the proposed standard remedies for rekindling bilingualism.

Yet if we turn our eyes toward Romania itself, and if for a few minutes we review the state of English study there, rather than the condition of Romanian here, we can find new opportunities for advancing cultural areas which, up to now, have been sponsored by American governmental, philanthropic and scholarly groups not part of the Romanian-American academic community.

After all, since most Romanian-Americans now possess native English competence and since many of us have grown up discovering--sometimes consciously, sometimes half-consciously--the pitfalls of the Romanian learner of English in our homes, perhaps we should

match our enthusiasm for teaching Romanian to our Americanized children with a serious effort to guide linguistic and pedagogic research in regard to teaching English to Romanian speakers. Others, not of our cultural heritage, as well as non-native English-speaking Romanians have already begun the work in this area of applied linguistics, and they have produced solidly impressive results.

Not surprisingly, for many years the deepest roots in Romanian soil for the study of English as a foreign language took their nourishment from the limid British springs that arose in the writings of such notable philologists as Sweet, Hornby, Palmer, Partridge, Jones, Eckersley, and even older authors concerned with phonology, morphology and lexicon.[3] As the birthplace of the tongue, Britain is a natural source for guidance in questions about the teaching and learning of English in foreign countries. Naturally, too, the political prominence that Great Britain enjoyed

during the last century and the relatively isolationist policies of America during that same period, gave British English an influence throughout the world which lasts even until today. Witness, for instance, the esteem still given to Received Pronunciation (RP) in many nations where English is taught as a foreign language, including Romania.

The British Council, the cultural branch of Great Britain's Foreign Office, has in recent years helped to sustain traditional trends in TEFL and to foster newer ones in Romania and world-wide. One important aspect of the Council's influence has been its supply of linguistically wise, modern teachers who, with the approval of the Romanian Ministry of Education, have entered Romanian schools and taught English side-by-side with Romanian colleagues. Furthermore, the British-Romanian linguistic connection has been enhanced by the fact that some notable Romanian English teachers and linguists have done advanced studies in English universities

over the years.

However, in the past seven or eight years as Romanian theoretical research and methodology have tapped into important American trends such as transformational-generative grammar and contrastive analysis, Romanian applied linguists and pedagogues have also come to draw upon the American tradition in TEFL, started by Charles Fries and expanded by specialists like Robert Lado, John Carroll, Frederick Agard, and Wilga Rivers, whose seminal work The Psychologist and the Foreign-Language Teacher was translated into Romanian in 1971.[4]

As one concrete linguistic result of this American TEFL link, Romanian students of English at all levels are discovering and mastering dialectal variations which set into contrast American and British forms. For instance, besides recognizing lexical variants that signal cultural differences--for instance, petrol and gas, lift and elevator, green grocer's and vegetable market--

Romanian English students are starting to sense when to code switch in syntax to suit the situation--for instance, have you a ticket for the cinema? when with British chaps, and do you have a ticket for the movie? when with American guys.

While British Received Pronunciation still has a prestige status throughout Romania, American sounds are occuring with more regularity and respectability in educational pockets where American exchange scholars have worked. For instance, Professor Charles Charlton of the University of Rochester reported in 1974 that "one characteristic of the English spoken at the University of Cluj is its British vocalism [and] American consonantism--at least in respect to /r/."[5]

The principal agents of the Americanization of TEFL in Romania have been exchange programs supported by such organizations as the Danforth Foundation, the Ford Foundation, the U.S. Office of Education, the International Research and Exchanges Board (IREX), the

Institute of International Education, the American Council of Learned Societies, the United States Information Agency, the Center for Applied Linguistics, and the U.S. Council for International Exchange of Scholars (The Fulbright-Hays Program), the latter having sponsored from 1968 to 1976 over sixty-five American lecturers at Romanian institutions of higher learning, including twenty specialists in TEFL or related areas of linguistics. Romanian TEFL specialists in increasing numbers have also had grants to study in American universities, while often teaching Romanian to U.S. citizens.[6]

Naturally, Romanian researchers, academicians and teachers have led the way in this linguistic bridge-building on the Romanian side. Perhaps the most important and comprehensive American-Romanian TEFL project now well under way is The Romanian-English Contrastive Analysis Project (RECAP), initiated in 1969 and jointly administered by the American Center for Applied LInguistics in Arlington, Virginia,

and by the University of Bucharest and the Center for Phonetics and Dialectology of the Romanian Academy.[7]

Prominent among RECAP's objectives are projects directly related to the development of methodology and materials in support of the teaching of English as a foreign language to Romanians, as well as to the teaching of Romanian to English speakers, both in Romania and the United States. Since 1970 Intensive English Courses for university graduates and professional people who require a solid command of English either in their jobs or for post-graduate study have served RECAP as experimental laboratories for the development of methodologies, textbooks, and teaching aids for TEFL. While the researcher-instructors in these courses have included Romanians as well as Americans, I know of only one who has a Romanian-American background; I taught an Intensive Course at Bucharest as a Fulbright grantee in 1970-71.

In his 1974 Project Report Dean Dumitru Chitoran, RECAP Director, succinctly reviewed the shape of TEFL in Romania. Since

this report has enjoyed only limited circulation up until now, you might be interested in its four major aspects:[8] "The teaching of foreign languages in Romania has known a considerable development in the last few years. Foreign languages are regarded as an important component of study programs at all levels of education. The need to learn foreign languages is viewed primarily in terms of enabling specialists in all fields to keep abreast of advances in world science and technique, to enable them to use foreign languages as a means of communication in concrete, practical situations.

The most significant changes in the teaching of foreign languages, in addition to a considerable increase in the number of people who are studying foreign languages, have been aimed at improving teaching methodology, at beginning the study of foreign languages at lower age-levels, and at revising curricula, study programs and teaching materials so as to lead to good mastery of the language to be used for a wide range of purposes.

Alongside the other languages of international circulation, French, German, and Russian, the teaching and learning of English have progressed steadily during this period.

The following data are meant to illustrate the development of the teaching of English in Romania and the contribution of the Romanian English Language Project to the promotion and study and teaching of this language.

I. Experimental Developments in the Teaching of English

In the period that has followed the initiation of the Romanian-English Language Project several significant developments have taken place in the teaching of English. Members of the Project have been active both in planning and in carrying out those experiments.

a) The Teaching of English in kindergartens. In keeping with present-day tendencies to shift the teaching of foreign languages to lower age-levels, the teaching of English has begun, experimentally, in kindergartens, at the age of 4 or 5. This ex-

periment has met with high approval, so that it will be expanded in the future.

b) Also, as part of the same tendency to shift foreign language teaching to lower age-levels, the teaching of foreign languages, English included, has started experimentally in grade II of elementary schools (age 7-8). In addition to starting much earlier, language teaching was also given a more intensive character by allocating 4 hours a week in the school-program to the study of foreign languages.

The experiment has proved to be very successful particularly in speeding-up the acquisition of oral skills.

c) The third experiment which was started in 1971, and in whose initiation and actual planning project-members were very active, was the setting up of two high-schools, in Bucharest and Cluj, where English is taught intensively (8-10 hours a week), and in addition, a number of subjects are also taught in English.

d) The fourth experiment, which was directly linked to the Project, constituting actually one of its component activities was the organization of postgraduate intensive foreign language courses at the main universities in the country....

II. The Teaching of English in the Romanian Educational System

English is taught in the following types of schools of the Romanian educational system:

1. In general education schools. The teaching of foreign languages begins, on a compulsory basis, in the fifth grade at all schools in the country. Children have a choice from among English, French, German, and Russian. Three hours a week are devoted to the study of foreign languages through grades V-VIII. Then, a split occurs: some students will go to high-schools for four more years, while others will attend grades IX-X, at a general education school.

2. High schools (lycees). In Romanian high-schools, the

teaching of English is continued for four years. This means that a student will have some 8 years if he started studying it in the 5th grade of a general school, or 10 years if he started it in an experimental class, in the second grade.

3. Vocational and technical schools

Foreign languages (including English, on the same optional basis) are part of the study programs of all these schools. Special mention should be made of the schools that have been established to meet more specific needs (typing, shorthand, secretarial work, tourism, etc.) in which English is very much emphasized alongside other foreign languages.

4. Higher-education. Students in all higher-education establishments study a foreign language for 3 years, 2 hours a week.

For the training of specialists in English, there are now 5 English Depts. at the Universities of Bucharest, Cluj, Iasi and Timisoara and at the Cluj university campus at Sibiu, with a project

member from Cluj University in charge. [NOTE: Since this Report the University at Sibiu has achieved independent status.] Also, 6 Teacher-Training Institutes in Bacau, Baia Mare, Constanta, Oradea, Pitesti and Suceava have full English programs of their own, training English teachers for grades II-VIII.

III. The Teaching of English in Forms Outside the Educational System

1. People's Universities: The people's universities are adult education institutions which offer a wide range of courses, including foreign languages. These are very popular and are accordingly attended by a large number of people.

The People's University of Bucharest, for instance, has more than 1,500 students of English at the downtown campus alone, and many more in its branches in each of the eight sectors of the city.

2. Trade-union sponsored language classes: Foreign language classes, including English, are also organized upon the initiative

of trade union organizations or other social organizations in various institutions and enterprises. Houses of culture which are run by trade-union or youth organization also have foreign language classes as part of their daily activities.

3. In 1972 a nation-wide television course in English was started with great success. A special feature of the course is the fact that, although it is based on a BBC film (Slim John) it also makes use of supplementary American materials (from Sesame Street).

IV. Curricula, Teaching Programs and Teaching Materials.

The period under consideration (1970-1973) has witnessed important changes and improvements in the curricula and teaching programs in all schools, particularly at the university level. It was also a period of intense activity in the field of elaboration and publication of diversified teaching materials and aids for all levels of English teaching. A feature which deserves special men-

tion is the fact that due importance has been increasingly given to linguistic facts pertinent to American English and American literature and culture."

To illustrate the practical scholarship that has resulted from RECAP, Dean Chitoran itemizes a long but selective bibliography which includes school textbooks, graded readers on American authors, pedagogical manuals, university studies in theoretical and applied linguistics as well as TEFL methodology, bilingual dictionaries, and a variety of audio-visual aids for teaching.[9] Then the Report closes with an overall evaluation of TEFL's future in Romania: "By concentrating the efforts of an important number of specialists including members of the English Dept. of 4 Romanian Universities, Romanian linguists and psycholinguists as well as two American consultants who spent one year each in this country, the Romanian-English Language Project has proved to be a very useful initiative both scientifically and practically.

Its impact on the teaching of English in Romania is already a reality as we have tried to indicate above, while the prospects for further positive developments, due to activities started during the first phase of the Project or envisaged for its second phase, are very bright.

Without neglecting the practical aspects of teaching the first phase of the Project was nonetheless directed toward the classification of certain scientific problems which should underlie the teaching of English. The purpose of the second phase is to apply the findings of the contrastive study to the teaching of English, to the in-service training of Romanian teachers of English, and to the elaboration of teaching materials for a wide variety of types and levels of teaching."

On November 20-23, 1975, the Second International Conference of the English Contrastive Analysis Projects met in Bucharest under the joint sponsorship of the American Center for Applied Linguistics

and the University of Bucharest. Again, TEFL was a major topic of investigation, with the participation of specialists from the United States and eight European nations. Thus, RECAP's TEFL objectives seem on course.

However, one might conclude by a perusal of many of the studies generated by RECAP in the past three years that the tone of TEFL has shifted sharply from applied linguistics in support of English teaching and learning in Romanian schools to a more abstract consideration of theoretical psycholinguistics.[10] Yet mixed among the theoretical descriptive papers concerning a contrastive grammar of English and Romanian are important parts of a developing classroom grammar such as occur in Elena Bira's study entitled "A Pedagogical Grammar of Modal Sentences with May/Might and Can/Could and Their Nearest Romanian Equivalents."[11]

Since Romania chose to participate in the French as a foreign language international testing project conducted in 1971-72 by IEA

(International Association for the Evaluation of Educational Achievement) but not to participate in a parallel testing of Romanian students of English as a foreign language done in 1971-73, one might be tempted to wonder if the efforts of RECAP are in fact being translated into teaching techniques that result in improved English language learning by Romanian students.[12] Could English be more talked about than effectively taught in Romania?

Let me share with you my own discoveries about the English language proficiency of a test population of 201 Romanian students from Cluj.

As you may know, the customary Romanian examination in schools and universities bears little resemblance to the American standardized test (e.g., TOEFL) so often used before, during, or at the end of a course of language study. The Romanian examination might require a student to answer orally before a panel of teachers a few select questions drawn from material based upon text readings

in literature, or it might require a written essay to be prepared upon a topic derived from studied texts.[13] In a word, most Romanian students of English as a foreign language are no more familiar with the format and frequency of standardized tests than are American students with the European model used in Romania.

Nevertheless, when in January-February 1975 Rector Stefan Pascu of the University of Cluj, "Babes-Bolyai," invited me in an experiment to administer portions of the University of Michigan battery of EFL tests to a cross-section of Romanian English students and pupils, not only were the 201 examinees comfortable with the American style examination after the familiarization exercises (see Table I: Sample Questions and Answer Sheet), but the scores that they made indicate that on the basis of this test a high percentage meet the English language norm set for foreign students by most schools at the University of Michigan. (See Table II: Proficiency Recommendations, Table III: Graph of Percentage Differences Among Mean Scores, and Table IV: Mean Scores and Academic History Data of 201 Romanian Students of English).[14]

For instance, as a comparison of the recommended norms for interpretation of scores (Table II) with the mean scores of the three test groups on the Michigan Test of English Language Proficiency (MTELP), Form B, (Column F on Table III) shows, most students in each test group earned standard scores above the minimum expected for admission to an American university as undergraduates in liberal arts and education (Group 1 on Table II), with fewer qualifying as graduate and undergraduate students in engineering, mathematics and scientific fields that depend heavily on laboratory work (Group 2), or as graduate students in the humanities and social sciences (Group3). Table IV offers more detail about the standard deviations and minimum and maximum of earned scores for the mean standard and raw scores as well as for the mean of each subtest.

It should be carefully noted that since the MTELP, Form B, does not contain a test of listening comprehension, the first part of the Michigan English Placement Test (1972 edition)was used in the battery as a rough gauge of the students' ability to understand

a native American English speaker. Because of the shortness of the Listening Comprehension Subtest (20 questions) and because it is not part of the MTELP, results from it are not computed into the Raw Total Score (Column E on Table III) or the Standard Score (Column F) which are here being compared against the Proficiency Recommendations on Table II.

For those interested in statistical tests concerning the MTELP's reliability--that is, the stability of test scores, or how free an obtained score is from the effects of chance error--the Spearman-Brown split-half reliability test computed for the 201 students representing three native language backgrounds (161 Romanians, 30 Hungarians, 10 Saxon-Germans)yielded a coefficient of .813 with a standard error of measurement of 3.59. As one might expect, on the 20-item Listening Comprehension Subtest, the split-half reliability coefficient was lower, .546, and the standard error of measurement was 1.68.

What all these statistics suggest, then, is that by the

norms established at the University of Michigan (norming was done on a population of 284 foreign students at the Universities of Kansas and Michigan in 1961) the English language proficiency of the 201 Romanian subjects is impressive and, with the exception of listening comprehension, progresses through the academic years of study.

Since the MTELP is not intended to exam students' mastery of any particular course or program of study, the standard score for individual students indicates a relative ability to pursue academic study in an American university. Thus, because the recommendations for interpretation given on Table II are based on the relationship between academic performance during the first year of study by the norming group and their achieved scores on the Michigan battery, the results of my small experiment, while not the product of sophisticated questionnaires about school and home-based variables effecting EFL achievement[15], provide evidence that TEFL in Romania is good.

Further, the peculiar inversion of results among the scores

on the Listening Comprehension Subtest (12th Graders scoring on the average higher than University Juniors) might be interpreted in several ways: (1) The shortness of the subtest seriously damaged reliability (Witness the reliability coefficient cited above). (2) The greater exposure that the pupils at "Ady-Sincai" have to spoken English--many of their academic courses are give in English--dramatically strengthens listening comprehension. (3) Since the Lyceum in Cluj is one of the two "experimental" English schools in Romania that are mentioned in Dean Chitoran's RECAP Report, a higher student selectivity in admissions along with special pedagogy and materials (e.g., the use of American-produced textbooks like English for Today by the American National Council of Teachers of English) has produced a more English-sensitive population within the school. Or (4), The effect of more training in grammatical and textual analysis--widely popular methodologies in Romanian universities--diminishes aural comprehension ability or at least does not allow sufficient time for important speaking and listening drills, either through the agency of the Romanian instructor or native-English

voices on tape. Perhaps some other less obvious factor or combination of factors has a bearing here, but in any event, it seems clear from the test results that TEFL in Romania might profit from a more systematic approach in the teaching of both listening and reading comprehension.

Maybe the ARA could join in an examination of until now unexplored areas of applied linguistics by establishing within the Academy a Commission on English and Romanian as Foreign Languages (CERFL). The objectives of such a commission could include the advancement of research into zones which heretofore have not been directly examined either by RECAP or by any other scholarly association. The special perspective and leadership that could be brought to TEFL and TRFL (the teaching of Romanian as a foreign language) by native American speakers of English whose heritage is Romanian would be a scientifically significant one.

As strange as it might at first seem, I am reminded in these closing moments of an early episode in a world-classic fictional situation from the genre of the gothic suspense novel.

For reasons that have nothing to do with my thought association here, some have found serious fault with the historical distortions and alleged cultural slanders which the novel as a whole has perpetrated, while others have treated the text not so much as an historical document as a folkloric, literary part of human superstition.[16]

I am referring, of course, to the novel Dracula, written in 1897 by the Englishman Bram Stoker, who never visited Transylvania but who set his fictional suspense story in an indeterminate location high in the Carpathian Mountains.

Putting aside for the moment the serious controversy concerning other aspects of Stoker's work (e.g., the historic, the literary, the mythic, etc.), we might focus on the fact that the narrator of the novel, Jonathan Harker, is the fictional father of TEFL in Romanian lands--regardless of what else he might be! Early in the story we learn that Count Dracula has sent to England for the curious combination of a real-estate agent and a TEFL instructor!

Not only does Dracula want to buy a house in London, but he also wants to brush up on his English so that when he moves his language will not reveal him to be, as he puts it,"a stranger in a strange land." After a torturous journey overland through Klausenburgh (Cluj) and Bistrita, Jonathan Harker obligingly arrives at Castle Dracula, rests, and then in his first discussion with his host learns of Dracula's special interest in mastering a native-like competence in English, particularly features of phonology, intonation and idiom:

> Whilst I was looking at the books, the door opened, and the Count entered. He saluted me in a hearty way, and hoped that I had had a good night's rest. Then he went on:--
>
> "I am glad you found your way in here, for I am sure that there is much that will interest you. These companions"--and he laid his hand on some of the books--"have been good friends to me, and for some years past, ever since I had the idea of going to London, have given me many, many hours of pleasure. Through them I have come to know your great England; and to know her is to love her. I long to go through the crowded streets of your mighty London, to be in the midst of the whirl and rush of humanity, to share its life, its change, its death, and all that makes it what it is. But alas! as yet I only

know your tongue through books. To you, my friend, I look that I know it to speak."

"But, Count," I said, "you know and speak English thoroughly!" He bowed gravely.

"I thank you, my friend, for your all too-flattering estimate; but yet I fear that I am but a little way on the road I would travel. True, I know the grammar and the words, but yet I know not how to speak them."

"Indeed," I said, "you speak excellently."

"Not so," he answered. "Well, I know that, did I move and speak in your London, none there are who would not know me for a stranger. That is not enough for me. Here I am nobel; I am boyar; the common people know me, and I am master. But a stranger in a strange land, he is no one; men know him not--and to know not is to care not for. I am content if I am like the rest, so that no man stops if he sees me, or pauses in his speaking if he hears my words, 'Ha, ha! a stranger!' I have been so long master that I would be master still--or at least that none other should be master of me. You come to me not alone as agent of my friend Peter Hawkins, of Exeter, to tell me all about my new estate in London. You shall, I trust, rest here with me awhile, so that by our talking I may learn the English intonation; and I would that you tell me when I make error, even of the smallest, in my speaking."

(taken from Chapter 2)

Bram Stoker was clearly ignorant of the glories of Transylvanian culture and more interested in weaving a fantastic story based on a bit of evidence gleaned from his visits to the British Museum. Yet in spite of the historical inaccuracies he heaps upon Vlad Ţepeş, his insights about some of the necessary steps in developing second-language competence (viz., drill and practice with the spoken form as well as with the written) are unarguable in light of sound linguistic theory.

The linguistic bridge between England and Romania, of course, does not originate or exist in a fictional setting. Much of the real success of TEFL in Romania today is rooted in the older British tradition of language analysis and in the ever-expanding American influence. In further developing the American-Romanian linguistic bridge (podul lingvistic transcultural) the Romanian-American academic community can contribute uniquely. It can deal with the issues of TEFL in Romania, not as Jonathan Harker does--incidentally and as an outsider--but as a community of scholars, researchers and teachers in whose brains evolve creative approaches in TEFL theory and practice,

from whose mouths come the native sounds, rhythms, and syntax of American English, and in whose veins flows the proud blood of a culturally rich Romanian-American heritage.

June 1976
Pomona, New Jersey

FOOTNOTES

1 Robert Lado, Linguistics Across Cultures: Applied Linguistics for Language Teachers (Ann Arbor: The University of Michigan Press, 1957). Edward Sapir, Language: An Introduction to the Study of Speech (New York: Harcourt, Brace and World, 1921).

2 Charles C. Fries, Teaching and Learning English as a Foreign Language (Ann Arbor: The University of Michigan Press, 1945).

3 See, for instance, Alice L. Badescu's Gramatica Limbii Engleze (Burcuresti: Editura Stiintifica, 1962), or Mihail Bogdan's Fonetica Limbii Engleze (Burcuresti: Editura Stiintifica, 1962). A prolific writer of English language materials who even today favors the older British precriptive approach to English study is Leon D. Levitchi. See his Limba Engleza Contemporana: Lexicologie (Burcuresti: Editura Didactica si Pedagogica, 1970) or 333 de Intebari si Raspunsuri din Gramatica Engleza (Burcuresti: Editura Stiintifica, 1971).

4 Psihologul si Profesorul de Limbi Straine, Tradus din limba engleza de Eugen Novicicov (Bucuresti: Editura Didactica si Pedagogica, 1971).

5 "On Error Analysis," in Further Developments in Contrastive Studies: The Romanian-English Contrastive Analysis Project, edited by D. Chitoran (Bucharest: The University Press, 1974), p. 42.

6 These facts are summarized from a May 1976 report and roster of American grantees to Romania, provided by the Office of the Senior Fulbright-Hays Program, Washington, D.C.

7 This information occurs in a letter dated 18 May 1976 from Ms. Dorothy Rapp, Administrative Associate of the East European Contrastive Analysis Projects, Center for Applied Linguistics, Arlington, Virginia.

8 From "A Report on the Teaching of English in Romania," prepared for the Center for Applied Linguistics and the Ford Foundation, 1974.

9 A good source which lists most TEFL related publications in Romania is Bibliografia Republicii Socialiste Romania: Carti, Albume, Harti

(Bucuresti: Biblioteca Centralade Stat a Republicii Socialiste Romania, bilunar).

10
See, for instance, the major report The Psycholinguistic Approach in RECAP, directed by T. Slama-Cazacu, available through the Center for Applied Linguistics, Arlington, Virginia.

11
In Contrastive Studies in the Syntax and Semantics of English, edited by D. Chitoran (Bucharest: The University Press, 1974), pp. 195 ff.

12
E Glyn Lewis and Carolyn E. Massad, The Teaching of English as a Foreign Language in Ten Countries. International Studies in Evaluation IV (New York: John Wiley and Sons, 1975) and John B. Carroll, The Teaching of French as a Foreign Language in Eight Countries. International Studies in Evaluation V (New York: John Wiley and Sons, 1975).

13
Republica Socialista Romania, Ministerul Invatamintului, Admiterea in Invatamintul Superior 1971 (Bucuresti: Editata de "Forum", Revista Invatamintului Superior, 1971), pp. 205-206; Randolph L. Braham, Education in Romania: A Decade of Change (Washington, U.S. Government Printing Office, 1972), pp. 97-98.

14
Tables I and II are derived from information in the administer's Manual accompanying the Michigan Test of English Language Proficiency, 1962 edition.

15
Such as the extensive questionnaires on teacher, student and parent attitudes toward TEFL that were used in the IEA studies cited in note 12, above.

16
See, for instance, Vasile Barsan's "Dracula: A Warped Image of Escapism and Insanity," in Romanian Sources I, 2 (1975), published by the University of Pittsburgh Libraries and the American-Romanian Institute for Research. Also, Raymond T. McNally and Radu Florescu's In Search of Dracula: A True History of Dracula and Vampire Legends (New York: Warner Books, 1973).

Sample Questions and Answer Sheet

MICHIGAN TEST OF ENGLISH LANGUAGE PROFICIENCY

PART I. GRAMMAR

EXAMPLE A.
"What is that thing?"
"That ____ a spider."
a) to call
b) for calling
c) be called
d) is called

The correct English sentence is: "That is called a spider." To show that d, is called, is the best answer to this example a cross has been made next to d for Example A on the answer sheet.

Problems

1. "When will Fred leave town?"
"He ____ to leave tomorrow."
a) has
b) must
c) will
d) shall

2. "What did you do last night?"
"I ____ at a concert."
a) sing
b) sung
c) sang
d) singing

3. "Is Jack a good student?"
"No, he is ____ in the school."
a) worse
b) worst
c) bad
d) the worst

4. "How did you know Helen was here?"
"She ____ by some of her friends."
a) seen
b) is seeing
c) has seen
d) was seen

5. "Has Chet started teaching?"
"No, he is ____ in school."
a) yet
b) then
c) as
d) still

PART II. VOCABULARY

There are two types of vocabulary items in the test. In the first type you are given a sentence followed by four words or phrases. You are to find the word or phrase that is closest in meaning to the underlined word (or words) in the sentence and that could be used in the sentence without changing its meaning greatly.

EXAMPLE B.
"It's too windy to go for a stroll."
a) swim
b) sail
c) drive
d) walk

The word "walk" means about the same thing as "stroll" in this sentence. The sentence "It's too windy to go for a walk" means about the same thing as "It's too windy to go for a stroll." To show that d, walk, is the correct answer, a cross has been made in the space next to d for Example B on the answer sheet.

In the other type of item you are given a sentence with one word omitted and list of four words. You are to find the word that would best complete the sentence.

EXAMPLE C. "Because of the storm and rough waves, it would be foolish to go out sailing today in a small ____."
a) automobile
b) house
c) boat
d) beast

The word "boat" fits best in the sentence so that it reads "Because of the storm and rough waves, it would be foolish to go out sailing today in a small boat." To show that c, boat, is the correct answer, a cross has been made in the space next to c for Example C on the answer sheet.

Problems

6. When the boat left everyone was very joyful.
a) happy
b) sad
c) tired
d) angry

7. We found about a score in the box.
a) one
b) ten
c) twelve
d) twenty

8. Do not leave by this door; take the other ____.
a) departure
b) exit
c) outline
d) relay

9. Write carefully; don't ____.
a) skulk
b) scribble
c) skimp
d) skin

10. The floor wasn't clean so Joe ____ it.
a) swept
b) kindled
c) erased
d) smoothed

TABLE I

PART III. READING COMPREHENSION

EXAMPLE D. While getting ready to go to town one morning last week, my wife handed me a little piece of red cloth and asked if I would have time during the day to buy her two yards of cloth like that. I told her I would be glad to do it. And putting the piece of cloth into my pocket, I took a train for town.

The person telling the story is:
a) a married lady
b) an unmarried lady
c) a married man
d) an unmarried man

You know that the person telling this story is a married man because he says ". . . my wife handed me. . ." Because c, a married man, is the correct answer, a cross has been made in the space next to c for Example D on the answer sheet.

EXAMPLE E. The author was given a red cloth:
a) in the morning
b) at noon
c) in the afternoon
d) in the evening

The passage says, ". . . one morning last week, my wife handed me a little piece of red cloth. . ." To show that a, in the morning, is the correct answer, a cross has been made in the space next to a for Example E on the answer sheet.

The influenza virus is a single molecule built from many millions of individual atoms. You must have heard of the viruses, which are sometimes called "living molecules." While bacteria can be considered as a type of plant, secreting poisonous substances into the body of the organism they attack, viruses are living organisms themselves. We may consider them as regular chemical molecules, since they have a strictly defined atomic structure, but on the other hand we must also consider them as being alive, since they are able to multiply in unlimited quantities.

11. Bacteria are
a) poisons
b) larger than viruses
c) very small
d) plants

12. The writer says that viruses are alive because they
a) have a complex atomic structure
b) move
c) multiply
d) need warmth and light

13. The atomic structure of viruses
a) is variable
b) is strictly defined
c) cannot be analyzed chemically
d) is more complex than that of bacteria

ANSWER SHEET

Part I. Grammar

Ex. A	a( )	3.	a( )
	b( )		b( )
	c( )		c( )
	d(x)		d( )
1.	a( )	4.	a( )
	b( )		b( )
	c( )		c( )
	d( )		d( )
2.	a( )	5.	a( )
	b( )		b( )
	c( )		c( )
	d( )		d( )

Part II. Vocabulary

Ex. B	a( )	8.	a( )
	b( )		b( )
	c( )		c( )
	d(x)		d( )
Ex. C	a( )	9.	a( )
	b( )		b( )
	c(x)		c( )
	d( )		d( )
6.	a( )	10.	a( )
	b( )		b( )
	c( )		c( )
	d( )		d( )
7.	a( )		
	b( )		
	c( )		
	d( )		

Part III. Reading Comprehension

Ex. D	a( )	12.	a( )
	b( )		b( )
	c(x)		c( )
	d( )		d( )
Ex. E	a(x)	13.	a( )
	b( )		b( )
	c( )		c( )
	d( )		d( )
11.	a( )		
	b( )		
	c( )		
	d( )		

KEY

1(a), 2(c), 3(d), 4(d), 5(d), 6(a), 7(d), 8(b), 9(b), 10(a), 11(d), 12(c), 13(d).

Table II: Proficiency Recommendations

Group I: Undergraduates in liberal arts and education.

96-100	Can compete with native speakers of English on equal or nearly equal terms. No restrictions need be placed on elections.
90-95	Proficient enough in English to carry a full-time academic program. Some allowance may have to be made for written work and for heavy reading assignments.
85-89	May take up to 3/4 the normal academic load plus a special course (4 hrs. per week) in English as a foreign language.
80-84	May take up to 1/2 the normal academic load plus a special course (4 hrs. per week) in English as a foreign language.
*	
70-79	May take from 1/4 to 1/3 the normal academic load plus a special intensive course (10 hrs. per week, non-credit) in English as a foreign language.
69 and below	Not proficient enough in English to take any academic work.

Group II: Graduates and undergraduates in engineering, mathematics and scientific fields that depend heavily on laboratory work.

96-100	Can compete with native speakers of English on equal or nearly equal terms. No restrictions need be placed on elections.
85-95	Proficient enough in English to carry a full-time academic program. Some allowance will have to be made for written work and for heavy reading assignments.
80-84	May take up to 3/4 the normal academic load plus a special course (4 hrs. per week) in English as a foreign language.
*	
65-79	May take up to 1/2 the normal academic load plus a special intensive course (10 hrs. per week) non-credit, in English as a foreign language.
64 and below	Not proficient enough in English to take any academic work.

Group III: Graduate humanities and social sciencies (English and American literature, law, political science, philosophy, etc.)

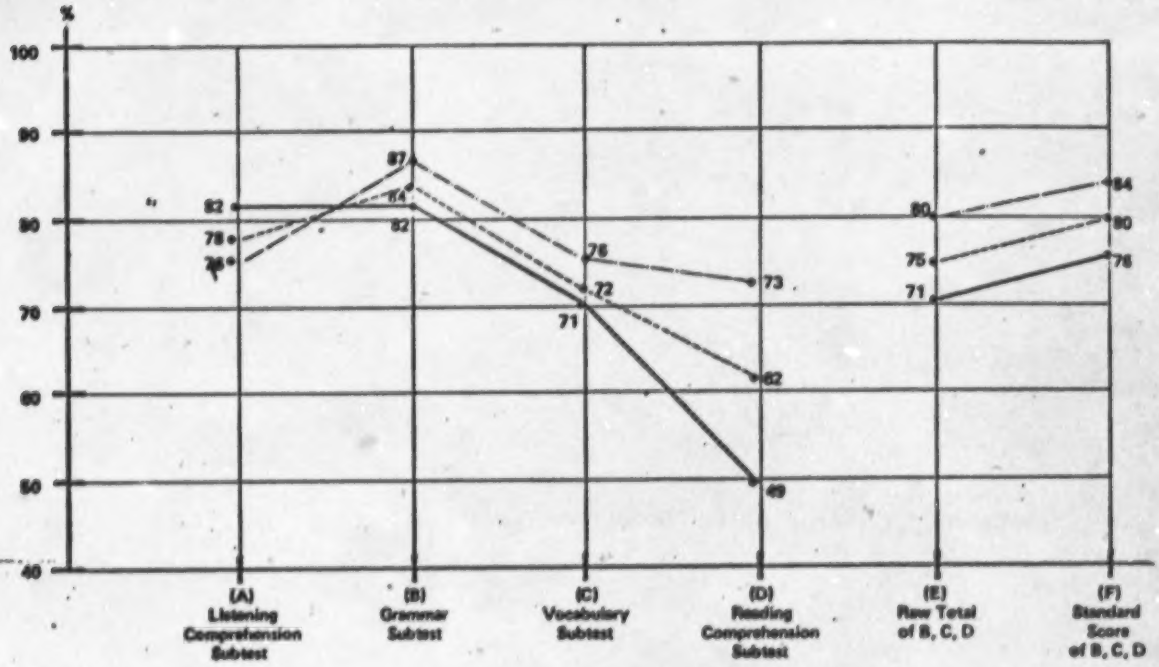
92-100	Can compete with native speakers of English on equal or nearly equal terms. No restrictions need be placed on elections. For students in the extreme lower end of this bracket some allowance may have to be made for written work and heavy reading assignments.
85-91	May take up to 3/4 the normal academic load plus a special course (4 hrs. per week) in English as a foreign language.
80-84	May take up to 1/2 the normal academic load plus a special course (4 hrs. per week) in English as a foreign language.
*	
79 and below	Not proficient enough in English to take any academic work in these fields of study.

* The dotted line marks the minimum score of acceptance by most schools at the University of Michigan.

TABLE III

Graph of Percentage Differences Among Mean Scores

Earned by Three Test Groups on Michigan English Language Proficiency/Placement Tests



——— 43 12th Graders, "Ady-Şincai" Lyceum, Cluj-Napoca, Romania

——— 81 University Freshmen, "Babeş-Bolyai" University, Cluj-Napoca, Romania

——— 67 University Juniors, "Babeş-Bolyai" University, Cluj-Napoca, Romania

TABLE IV

Mean Scores and Academic History Data of 201 Romanian Students of English Who Were Administered Michigan English Language Proficiency/Placement Tests in Cluj Napoca in January-February 1975

N and Class[1]	Col. A[2] Mean Listening Comprehension Subtest Score (20 items)	Col. B Mean Grammar Subtest Score (40 items)	Col. C Mean Vocabulary Subtest Score (40 items)	Col. D Mean Reading Comprehension Subtest Score (20 items)	Col. E[3] Mean Raw Total of Cols. B, C, D (100 items)	Col. F[3] Mean Standard Score of Cols. B, C, D (100 items)	Col. G Mean No. Years Studied English	Col. H[4] Mean High School Average in English	Col. I[5] Mean University Average in English
43 12th Graders	16.35 (S.D. = 2.98) Min. score = 7 Max. score = 20	32.84 (S.D. = 4.02) Min. score = 21 Max. score = 35	28.23 (S.D. = 3.39) Min. score = 21 Max. score = 37	9.72 (S.D. = 4.65) Min. score = 0 Max. score = 18	70.84 (S.D. = 9.75) Min. score = 48 Max. score = 92	75.86 (S.D. = 8.76) Min. score = 56 Max. score = 94	6.88 (43 cases)	7.44 (43 cases)	
91 University Freshmen	15.68 (S.D. = 2.35) Min. score = 9 Max. score = 20	33.57 (S.D. = 4.20) Min. score = 11 Max. score = 40	28.84 (S.D. = 4.78) Min. score = 9 Max. score = 17	12.42 (S.D. = 3.58) Min. score = 2 Max. score = 20	74.82 (S.D. = 10.54) Min. score = 24 Max. score = 95	79.83 (S.D. = 9.20) Min. score = 33 Max. score = 96	6.60 (89 cases)	9.13 (86 cases)	7.14 (86 cases)
67 University Juniors	15.24 (S.D. = 2.51) Min. score = 7 Max. score = 20	34.63 (S.D. = 2.98) Min. score = 24 Max. score = 40	30.46 (S.D. = 3.53) Min. score = 15 Max. score = 38	14.55 (S.D. = 2.49) Min. score = 2 Max. score = 19	79.36 (S.D. = 7.57) Min. score = 45 Max. score = 94	83.45 (S.D. = 6.20) Min. score = 53 Max. score = 95	8.08 (67 cases)	9.22 (55 cases)	8.50 (67 cases)

[1] 12th Graders were from Lyceum Nr. 1, "Ady-Şincai" in Cluj, Romania. University students were all English majors at the University of Cluj, "Babeş-Bolyai," Faculty of Philology.

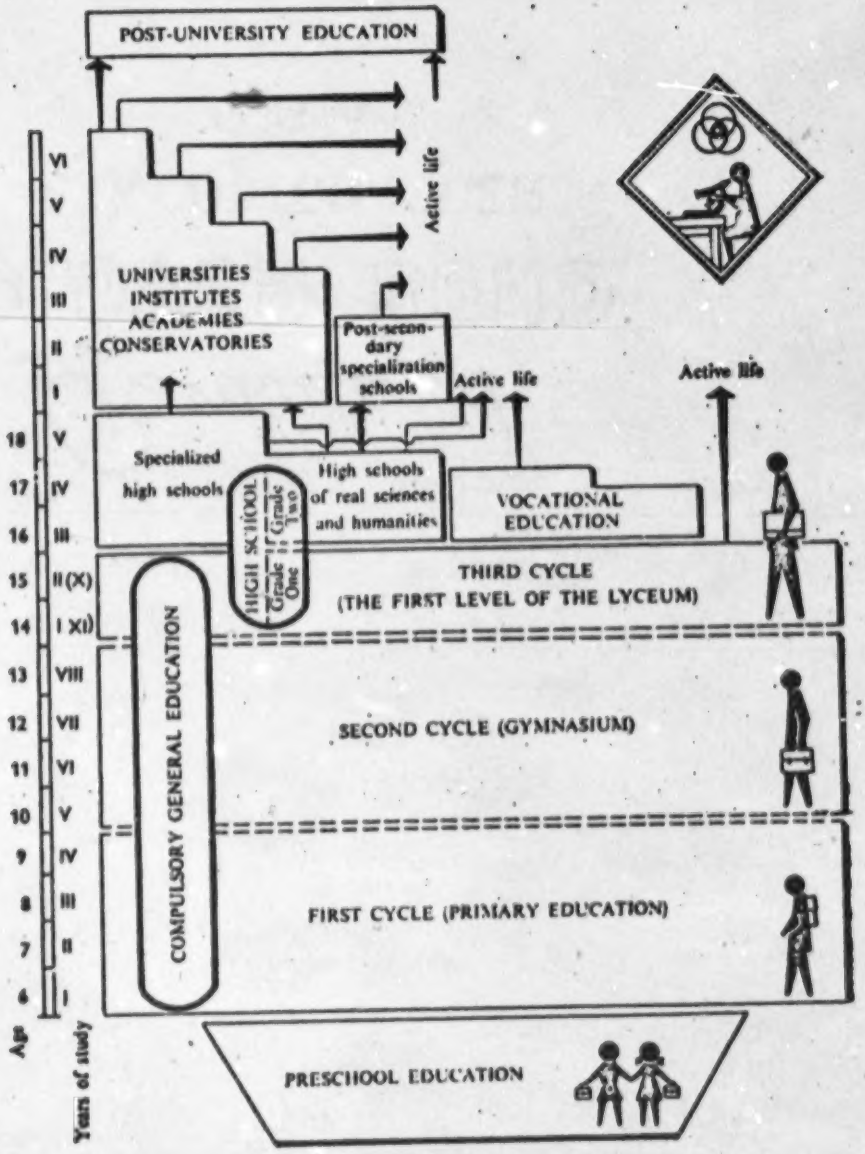
[2] This portion of the test battery was taken from the 1972 edition of the Michigan English Placement Test by Mary Spoon et al.

[3] Subtests on Grammar, Vocabulary and Reading Comprehension together form the entire battery entitled the Michigan Test of English Language Proficiency, Form B (Revised, 1965), by John Upshur et al.

[4] Romanian grades range on a scale of 1 (the lowest) to 10 (the highest). Five is considered the minimum passing mark. The mean high school averages for the two university student groups were compiled from records of complete high school transcripts on file in the office of the Dean of the Faculty of Philology, "Babeş Bolyai" University. The mean average for the 12th Graders was based on the Fall 1974 semester grade in English, the only mark on file in the records of the Director of Lyceum Nr. 1, "Ady-Şincai."

[5] This mean was based on the cumulative record in English for each student. Thus, the mean for Juniors covers the work in English studies over 2½ years while that for Freshmen is the earned mark on work for only the first semester of English. Again, 10 is the highest mark a student can receive; 5 is a minimum passing score.

SCHEME OF THE EDUCATION SYSTEM IN ROMANIA



Source: The Romanian Ministry of Education, Education in the Socialist Republic of Romania. Bucharest: The Institute of Pedagogical Sciences, 1973.